

Student Name:

Date:

Assignment and Rubric for Writing Poverty/Inequality Letter

Each of us has feelings about how situations around us can be made better. One way that we can work for change in our community is by writing letters to politicians stating our point of view and our suggestions for change. The purpose of such a letter is to state the position we believe in, present supportive evidence and attempt to persuade others to share in our views and to take action or allow for an opportunity for discussion.

Assignment: Write a letter to one these individuals:

- Congresswoman Eleanor Holmes Norton
- Mayor Muriel Bowser

The objective of the letter is to give specific advice about how you believe poverty and inequality should be addressed. Your letter should be two pages in length and consist of several “paragraphs.”

1. Follow the template provided to create a correct business letter; proper format includes a heading, greeting, introduction, body, closure, signature, and return address.
2. Introduce yourself and explain where and what you have been studying and why you are informed about poverty and inequality. Give your name, school grade and school that you attend.
3. In the body of the letter, give TWO or MORE SCENARIOS of situations involving poverty and inequality that concern you. Use those scenarios to make RECOMMENDATIONS about poverty and inequality. Be sure to use SPECIFIC EXAMPLES to support your concerns. For your evidence, you may use ***Make Lemonade***, ***“Hidden in America”*** and the **Poverty/Inequality Handout**. **Bonus points (up to 5) will be given for references to statistics and data from the Poverty Data Packet.** Finally, GIVE SPECIFIC ADVICE based on your SCENARIOS about how to address the problems that you identify and tell them what you value and are concerned about.
4. Include a persuasive plea that summarizes your arguments and important ideas and persuades the reader to take action. Identify what you want them to do.
5. In the closure, express gratitude for the person reading the letter and ask that person to respond to you directly. **USE THE SCHOOL ADDRESS** for the return address, in care/of Ms. Haywood.

Student Name:

Date:

The Honorable
Eleanor Holmes Norton
United States House of Representatives
2136 Rayburn HOB
Washington, DC 20515

October 27, 2017

Dear Congresswoman Holmes Norton,

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Sincerely,

John Doe
c/o Ms. Haywood
Washington Latin Public Charter School
5200 Second Street NW
Washington, DC 20011

Student Name:

Date:

Mayor Muriel Bowser
Executive Office of the Mayor
1350 Pennsylvania Avenue NW
Suite 316
Washington, DC 20004

October 27, 2017

Dear Mayor Bowser,

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Sincerely,

John Doe
c/o Ms. Haywood
Washington Latin Public Charter School
5200 Second Street NW
Washington, DC 20011

Student Name:

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Criteria	5 – Exemplary	4 – Accomplished	3 – Developing	2 – Beginning
Organization	<input type="checkbox"/> Accurately uses correct business letter format (heading, greeting, introduction, body, persuasive plea, closure, signature, and return address)	<input type="checkbox"/> Mostly uses correct business letter format (heading, greeting, introduction, body, persuasive plea, closure, signature and return address)	<input type="checkbox"/> Some noticeable errors in use of correct business letter format (heading, greeting, introduction, body, persuasive plea, closure, signature, and return address)	<input type="checkbox"/> Several noticeable errors in use of correct business letter format (heading, greeting, introduction, body, persuasive plea, closure, signature and return address)
Length	<input type="checkbox"/> Exceeds or meets requested length of more than one full page.	<input type="checkbox"/> Does not meet requested length but is at least one full page.	<input type="checkbox"/> Does not meet requested length but is almost one full page in length.	<input type="checkbox"/> Does not meet requested length but is one half of one full page in length.
Content	<input type="checkbox"/> Letter clearly states the purpose <input type="checkbox"/> Opening statement identifies the writer, his or her background and school, his or her course of study and his or her point of view <input type="checkbox"/> Body of letter gives specific recommendations and two specific pieces of advice <input type="checkbox"/> Appropriate explanations or facts used to support the main idea <input type="checkbox"/> Easy to follow <input type="checkbox"/> Tone is appropriate for intended audience	<input type="checkbox"/> Letter clearly states the purpose <input type="checkbox"/> Opening statement identifies the writer, his or her background and school, his or her point of view, but not his or her course of study <input type="checkbox"/> Body of letter gives specific recommendations and one specific piece of advice <input type="checkbox"/> Some explanations or facts used to support the main idea <input type="checkbox"/> Somewhat hard to follow <input type="checkbox"/> Tone is generally appropriate for intended audience	<input type="checkbox"/> Purpose of letter is unclear <input type="checkbox"/> Opening statement does not identify the writer or his or her point of view or school but gives his or her background or the course of study <input type="checkbox"/> Body of letter gives specific recommendations and general advice <input type="checkbox"/> More explanations or facts need to be used to support the main idea <input type="checkbox"/> Hard to follow <input type="checkbox"/> Tone is too informal for intended audience	<input type="checkbox"/> Purpose of letter is unclear <input type="checkbox"/> There is no opening statement or introduction. <input type="checkbox"/> Body of letter gives general recommendations and general advice <input type="checkbox"/> Main idea is not supported by explanations or facts <input type="checkbox"/> Letter rambles; hard to follow or understand <input type="checkbox"/> Tone is inappropriate for intended audience

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Appearance	<input type="checkbox"/> Letter follows the template, is typed, using correct spacing, 12 point font, and format	<input type="checkbox"/> Letter follows the template, is typed with few problems in spacing, 12 point font, or format	<input type="checkbox"/> Letter follows the template, is typed with frequent problems in spacing, 12 point font, or format	<input type="checkbox"/> Letter does not follow the template, is not typed; or the wrong format or font is used and is hard to read
Language Usage	<input type="checkbox"/> Accurate use of punctuation and grammar including subject-verb agreement <input type="checkbox"/> Accurate use of apostrophes <input type="checkbox"/> No spelling errors <input type="checkbox"/> No vague words	<input type="checkbox"/> One or two mistakes with punctuation or grammar including subject-verb agreement <input type="checkbox"/> One or two apostrophe errors <input type="checkbox"/> One or two spelling errors <input type="checkbox"/> One or two vague words	<input type="checkbox"/> More than two mistakes in punctuation or grammar including subject verb agreement <input type="checkbox"/> More than two apostrophe errors <input type="checkbox"/> More than two spelling errors <input type="checkbox"/> More than two vague words	<input type="checkbox"/> Incorrect use throughout the letter of punctuation or grammar including subject-verb agreement <input type="checkbox"/> Frequent spelling errors distract from letter <input type="checkbox"/> More than three vague words

Bonus points are earned for using accurate and relevant statistics and data from the DATA PACKET on POVERTY in your letter.

Assignment Score ____/25 + Extra Credit ____/5 = Final Score _____